



The Electronic Newsletter of the Association for Institutional Research (AIR)

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Serving Institutional Research Professionals and Those Engaged in Management
Research, Policy Analysis & Planning Since October 22, 1986

Editor:

Meihua Zhai
University System of Georgia
(meihua.zhai@gmu.edu)

Associate Editor:

Marne Einarson
Cornell University
(mke3@cornell.edu)

Job Editor:

Gail Fishman, AIR
(gfishman@mailers.fsu.edu)

Subscription Mgt:

Gail Fishman, AIR
(gfishman@mailers.fsu.edu)

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The newsletter welcomes news items related to management research, policy analysis and planning; persons changing jobs or retiring; requests for help or suggestions from readers; announcements of professional meetings and conferences; comments about recent publications; abstracts of papers which authors are willing to share; job announcements; philosophical and/or humorous thoughts; and more. This online publication is available free to anyone interested in institutional research.

If you wish to subscribe, change your subscription address, or unsubscribe, go to <http://www.airweb.org/page.asp?page=133>

If you would like to submit articles, requests or information for consideration and inclusion in the newsletter, please contact Meihua Zhai, Editor, at: (meihua.zhai@usg.edu).

Persons seeking jobs in institutional research, planning, or policy analysis should plan to check the AIR web page every couple of days for new positions. Point your browser to the following URL: <http://airweb.org> (look under "Jobs")

For further information regarding the Association for Institutional Research, contact Terrence Russell, Executive Director, AIR, Suite 211, 1435 E. Piedmont Drive, Tallahassee, FL 32308 Phone: 850/385-4155, Fax: 850/385-5180 or via e-mail: (air@mailers.fsu.edu).

AIR Has Moved

AIR HAS MOVED!

Effective August 21, 2006
The Association for Institutional Research
1435 E. Piedmont Drive
Suite 211
Tallahassee, FL 32308
Phone: 850/385-4155
Fax: 850/385-5180

From Your 2007 Forum Local Hosts

Goin' to Kansas City ... for the 47th AIR Forum June 2-6, 2007!

Christine Keller, University of Kansas, 2007 Forum Local Arrangement Committee (ckeller@ku.edu)

This installment of Kansas City "Fun Facts" highlights several Kansas City museums and historic sites that are near the Forum hotels and Crown Center.

The Liberty Memorial and Union Station are both a short walk from the Forum hotels. The other museums are south of the Forum hotels and near the Country Club Plaza – a short, inexpensive ride on the MAX – KC's rapid transit bus service - <http://www.kcata.org/media/MAXFacts.htm>

Did-You-Know – Fun Facts about Kansas City Museums

- KC's Liberty Memorial Museum is the only public museum in the U.S. dedicated to the history of World War I.

Tour museum exhibits containing objects and documents ranging from weaponry and uniforms used during World War I, to letters and postcards from the field. Or travel to the top of the 217-foot tower for a bird's-eye view of the city.

<http://www.libertymemorialmuseum.org/index.aspx>

- In 1933, the "Union Station Massacre" in Kansas City was used by J. Edgar Hoover as a catalyst to build what would become the modern FBI.

Bullet holes from the massacre can still be found outside the east entrance of Union Station. The fully restored 1914 landmark is also home to a permanent rail exhibit with vintage rail cars, an interactive science center, a vibrant Theater District featuring giant-screen movies and live theater. It is also an Amtrak train stop. <http://www.unionstation.org/index.cfm>

- The lawn of the Nelson-Atkins Museum of Art is home to four 18-foot Shuttlecocks, large-scale sculptures of badminton birdies.

The Nelson-Atkins is one of the nation's top general art museums with exhibits from a variety of periods and cultures. Exhibits include a world-renowned Asian art collection and the Hallmark Card photography collection, with more than 6,500 prints by artists such as Dorothea Lange and Andy Warhol.

<http://www.nelson-atkins.org/welcome/index.cfm>

- Kansas City's acclaimed contemporary art museum, the Kemper Museum of Contemporary Art is free and draws more than 120,000 visitors each year.

The sleek exterior of Kansas City's Kemper Museum of Contemporary Art, designed by Gunnar Birkerts, houses a collection that includes works created after the 1913 Armory Show to works by present-day artists. Artists in the permanent collection include Dale Chihuly, Louise Bourgeois, Georgia O'Keeffe, Frank Stella, and Robert Mapplethorpe.

<http://www.kemperart.org/home.asp>

- The Toy and Miniature Museum houses one of the finest scale miniature collections in the world along with thousands of antique toys

Located on the University of Missouri-Kansas City campus, the museum includes an extensive collection of antique dolls, over 100 furnished dollhouses, and toys ranging from model trains to games, as well as perfect scale miniatures of houses, rooms, and furniture. The miniatures are fully functional - scissors cut, clocks run, and musical instruments can be played.

<http://www.umkc.edu/tmm/information.html>

Don't forget the Negro Leagues Baseball Museum (<http://www.nlbm.com/>), the American Jazz Museum (<http://www.americanjazzmuseum.org>) and the Hallmark Visitor's Center (<http://www.hallmarkvisitorscenter.com>) mentioned in previous installments!

NCES Publications

Projections of Education Statistics to 2015

Projections of Education Statistics to 2015 is the 34th in a series of publications initiated in 1964. This publication provides projections for enrollment, graduates, teachers, and expenditures in elementary and secondary schools, and enrollment and degrees for college and universities. For the Nation, the tables, figures, and text contain data on enrollment, teachers, graduates, and expenditures for the past 14 years and projections to the year 2015. For the 50 States and the District of Columbia, the tables, figures, and text contain data on projections of public elementary and secondary enrollment and public high school graduates to

the year 2015. In addition, the report includes a methodology section describing models and assumptions used to develop national and state-level projections.

Some highlights from the report: enrollment in public elementary and secondary schools rose 18 percent between 1990 and 2003 and is projected to increase an additional 6 percent between 2003 and 2015; between 2003 and 2015, private school enrollment is expected to increase by 7 percent; college enrollment rose by 25 percent between 1990 and 2004 and is projected to increase a further 15 percent by 2015; the number of high school graduates increased by 21 percent between 1990-91 and 2002-03 and a further increase of 6 percent is projected by 2015-16.

To download, view and print the publication as a PDF file, please visit:

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006084>

Computer and Internet Use by Students in 2003

This report examines the use of computers and the Internet by American children enrolled in nursery school and students in kindergarten through grade 12. The report examines the overall rate of use (that is, the percentage of individuals in the population who are users), the ways in which students use the technologies, where the use occurs (home, school, and other locations), and the relationships of these aspects of computer and Internet use to demographic and socioeconomic characteristics such as students' age and race/ethnicity and their parents' education and family income. This report confirms that patterns of computer and Internet use seen in previous research are observed in more recent data. One of the more important findings presented in the report is that schools appear to help narrow the disparities between different types of students in terms of computer use. Differences in the rates of computer use are smaller at school than they are at home when considering such characteristics as race/ethnicity, family income, and parental education.

To download, view and print the publication as a PDF file, please visit:

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006065>

The Searchable and Downloadable Database of The Postsecondary Education Facilities Inventory and Classification Manual (FICM), 2006 Edition

The manual describes standard practices for initiating, conducting, reporting, and maintaining a postsecondary institutional facilities inventory. It is designed to be useful to both specialized staff and generalists and to be applicable to institutions with sophisticated information needs as well as to those with more basic facilities information needs. It reflects the perspective that along with human resources and financial assets, space is one of the primary resources of a postsecondary educational institution. It provides updated definitions for building area measurements, space and room use codes, and other data elements that are

useful for including in a facilities inventory. It describes the basic principles for developing a facilities database, provides guidance on required and optional data elements for inclusion in a facilities inventory, suggests analytic, administrative and comparative uses for facilities data and presents issues that are emerging in the collection, maintenance and reporting of facilities data.

To access The Postsecondary Education Facilities Inventory and Classification Manual, please visit: <http://nces.ed.gov/pubs2006/ficm>

SPSS Webcast

Complex Multi-Mode Surveys and Advanced Data Collection in Action

SPSS Inc. Chicago, IL

Are you interested in learning about new ways to manage complex data collection and survey research projects? Then attend this complimentary online seminar hosted by SPSS Inc. on **Wednesday, October 4**, from 11:00 a.m. to 12:00 p.m. Central Time.

Register today at http://www.spss.com/events/event.cfm?E_ID=1850&Country=US.

Hear Jeffrey Leintz, IT project manager at NORC, describe how his team has used SPSS' Dimensions™ survey research software to efficiently conduct numerous complex projects for a variety of government and other types of organizations. Learn about data collection and survey research "best practices" and effective ways to manage projects with complex data collection and analytical requirements.

Sign up for this online seminar to learn about the latest advances in:

- Creating complex surveys efficiently
- Collecting data cost effectively in multiple "modes"
- Coordinating surveys conducted in multiple languages, including those with non-Western character sets
- Integrating Dimensions with other software products

SPSS Inc.
233 S. Wacker Drive, 11th Floor
Chicago, IL 60606-6307
1.800.543.5815

TLT Online Workshop

Student Course Evaluations -- from Paper to On-Line: Issues, Questions, and Some Answers

A TLT Group Online Workshop Co-Sponsored by POD
Tuesdays, October 3, 10, and 17, 2006 4:00-5:00 pm EDT

For pricing and registration, click [HERE](#). For more information, click [HERE](#).

Leaders: Michael Theall, Director for Center for the Advancement of Teaching and Learning (CATALYST), Youngstown State University; and **Trav Johnson**, BYU Faculty Center, Online Student Evaluation of Teaching in Higher Education (OnSET), Brigham Young University.

What are the best practices for student course evaluation? Do they apply equally to classroom and on-line evaluations? What should we keep in mind in order to develop and sustain reliable, valid, useful, and accepted evaluation systems? Is one data collection approach superior to the other? What are the characteristics and relative advantages and disadvantages of each? What are the critical institutional considerations beyond the mechanical (i.e., the paper vs electronic) question? How can evaluation data from both sources be best used?

From CIRP

Celebrating 40 Years of the CIRP

Victor Saenz, UCLA (vsaenz@ucla.edu)

The Higher Education Research Institute and the UCLA Graduate School of Education and Information Sciences proudly celebrate 40 Years of the Cooperative Institutional Research Program (CIRP), Wednesday, November 1st, 2006, at the CIRP 40th Anniversary Symposium (2-5pm). A ceremony following the Symposium will honor Alexander W. Astin and Helen S. Astin for their distinguished contributions to higher education (5-7pm). Both events will be held at the UCLA Faculty Center, California Room. Additional information for the Symposium can be obtained at <http://www.gseis.ucla.edu/heri/CIRP40.html>.

Can't attend? Drop the Astins a note for the commemorative Memory Book at cirp40th@gmail.com or cirp40th@ucla.edu.

From SCUP

Integrating Higher Education Planning and Assessment: A Practical Guide

SCUP announces the publication of *Integrating Higher Education Planning and Assessment: A Practical Guide*, written by David G. Hollowell, Michael F. Middaugh, and Elizabeth Sibolski. It is available on October 5, 2006. Find out more at <http://www.scup.org>. Renowned scholar and planner, George Keller, in his foreword, notes that: "Advice and wisdom are usually not offered together. In

this book, the two cavort."

Where Is Your Campus on the Continuum of Integrated Sustainability Planning?

Webcast - Wednesday, October 25, 2006 12:30 PM - 2:30 PM Eastern

REGISTER: <http://www.scup.org/csd/4/>

This webcast is the fourth SCUP virtual program in support of the annual Campus Sustainability Day (CSD).

Our program features students, faculty, and staff sharing their knowledge about sustainability planning and implementation at Arizona State University, Grand Valley State University, Harvard University and Pima Community College. They will share their sustainability experiences in operations, policy, and learning. They will also - very important to SCUP - be examining the level of integration of sustainability implementation between those areas, and sharing examples of both successes and challenges. Moderator Greg Roberts, executive director and senior operating officer of ACPA (College Student Educators International) will ensure plenty of interactivity between the viewing sites and the program presenters.

From AAUP

Annual Faculty Compensation Survey Starts Soon!

John W. Curtis, AAUP (jcurtis@aaup.org)

The annual Faculty Compensation Survey of the American Association of University Professors (AAUP) is coming soon! We are currently working on some refinements to our Web-based data submission process introduced last year and we will be sending an informational e-mail to our survey contacts shortly. We expect to be ready for data submissions by the end of October, and institutional respondents will be notified by e-mail at that time. The initial response deadline will be in early December.

If you have sent us contact information changes already, thanks very much. If you do not receive an e-mail by September 29 and think that you should have, or if you know that your contact information has changed, please let us know by e-mail at aaupfcs@aaup.org — we would prefer not to take contact changes by telephone at this time.

As we announced in May, we will also be releasing a new report on faculty gender equity this fall. Some of you sent comments on that report, and we have tried to address those comments — even if we were not able to reply individually. We hope to release this report in the first week of October, and will

notify our survey contacts at that time. You will also be hearing more later in the fall about an additional new report on the use of contingent faculty (both part-time and full-time non-tenure-track).

Thanks again for your participation in our annual survey.

John Curtis

John W. Curtis, AAUP Director of Research and Public Policy
Doug Kinsella, Research Associate
Souhila Kada, Research Assistant
aaupfcs@aaup.org

Changing Scene

A Way to Keep Up With News About Our Colleagues

This portion of the newsletter is devoted to keeping you informed about changes such as readers who relocate to new positions and/or institutions, professional recognition awards and honors, retirements, deaths, newly hired colleagues, promotions, etc. If you become aware of a change on your campus or elsewhere which should be mentioned in "The Changing Scene," please send a note with the key facts to meihua.zhai@usg.edu. Keep it brief, but include the information you think others would like to know.

After 15 years in various roles in the field of institutional research, Dr. **Robert Brodnick** (rbrodnick@pacific.edu) has accepted the position of Assistant Provost at the University of the Pacific. The position involves strategic planning, innovation, and institutional assessment as well as other academic and administrative duties. Congratulations and best wishes, Bob!

Mr. **Mike Rogers** has been promoted to Director of Institutional Research at the University of the Pacific. Congratulations and best wishes, Mike!

In September **Jan Lyddon** joined San Jacinto College as Executive Vice President for Research and Institutional Effectiveness. Previously Jan was with Jackson Community College (Michigan). She can be contacted at jan.lyddon@sjcd.edu or 281.998.6176. Congratulations and best wishes, Jan!

Help

Experience in Developing an Online Faculty Database System

William E. Knight, Bowling Green State University (wknight@bgnet.bgsu.edu)

At Bowling Green State University we are trying to develop an online faculty database that would contain information about faculty teaching activity, scholarship, service, etc. and that would permit querying by department chairs, deans, IR, etc. We are looking at a couple of commercially available products such as Sedona (<https://www.sedona.bz>) or Scholar Systems (<https://www.scholarsystems.com>) as well as the idea of building our own tool. I would greatly appreciate it if anyone has experience in this area and is willing to share it.

Thanks!

Dr. William E. Knight

Ast. VP, Planning and Accountability
wknight@bgsu.edu
Bowling Green State University

Contractor for a Faculty Work Study

Bruce Stiftel, (bruce.stiftel@fsu.edu)

The Association of Collegiate Schools of Planning, the national learned society in the field of city and regional planning, is looking for a contractor who might work with us to conduct a study of faculty work at US planning schools. Please click [HERE](#) for RFQ.

Practitioner Profile

Kris Altucher, Director of Institutional Research at Tompkins Cortland Community College

Marne Einarson, Cornell University (mke3@cornell.edu)

In this feature, we summarize the results of an "electronic interview" with an individual institutional research practitioner. The goal is to foster broader knowledge and appreciation of the diverse membership of AIR, and of the different institutional contexts and activities in which we are engaged.

In this issue, we interview **Kris Altucher**, Director of Institutional Research at Tompkins Cortland Community College (altuchk@tc3.edu).

e-AIR: Tell us about your current position.

Kris: I am the director of IR at Tompkins Cortland Community College, or " TC3"

– a small, rural community college in Dryden, NY in the Finger Lakes region. We have a little over 3000 students, and there are three of us in IR – we have a research analyst and an IR research assistant, in addition to me. I’ ve worked here three and a half years, three years as director. Our work is varied and we try to apportion work based on our strengths as much as possible. We do all of the mandated reporting for IPEDS, the state higher education department and the state university system. We also create and administer surveys, answer a wide variety of ad-hoc requests internally and externally, run focus groups – whatever is needed in the name of research. While I answer to the Academic Dean, I generally work closely with the President and Executive Council and I meet with them on a routine basis. Because it’ s a small place, we tend to wear many hats so I am also co-chair of our Middle States re-accreditation self-study, the sole member of our Human Subjects committee, as well as participating in other committees and duties too numerous to mention.

e-AIR: What is your academic and professional background?

Kris: I started undergraduate studies at the University of Michigan two weeks after I turned 17, and stayed there for two years while it became clear I really had no idea “ what I wanted to be when I grew up.” I drifted west, living in Nederland, Colorado and the Bay area (pre-Silicon Valley) before settling in Portland, Oregon. I got a job as a warehouse manager for a large recycling operation where I met a lot of wonderful people and life-long friends, including my husband. Recycling naturally segued into alternative and solar energy, and I worked with a number of different groups to promote what was then called appropriate technology, ranging from a demonstration inner-city alternative energy house to Western Sun, the Federal government’ s brief attempt to do the right thing in the face of impending energy shortages. I thought I had found my calling and got my Bachelor’ s degree from a unique program Antioch University had at their Seattle branch, which helped non-traditional students combine independent study, life experience and previous coursework towards an independently designed degree. Then, to make a long story much shorter, with the change in administration all funding in that area dried up, the energy shortage disappeared and I moved on to other things, although I can’ t help thinking that if we had been able to continue to promote energy efficiency and conservation from that point on, we would be in a different position with respect to the planet than we are today.

After several shorter trips piqued my interest I took a three month road trip through Mexico, and wandered into Belize and then Guatemala, where I discovered to my surprise that the government was actively involved in killing off thousands of its own people. I came home a transformed person, and became actively involved in the movement for peace and justice and Central America, and was soon a full-time political activist. I rose through the ranks, such as they were, and was appointed executive director of Oregon SANE, a state-wide peace organization. I spent a lot of time traveling, primarily in Latin America, picking

cotton for a month in Nicaragua and leading a few treks on ancient Inca trails in Peru and Bolivia for the Mazamas, a Portland mountaineering group with which I was active. I won a scholarship to study abroad, and spent a year as the only US student at a university in southern Ecuador where I studied demography among other things, and I was fascinated by it. I saw demography as a tool that would allow me to look at social change with a completely different lens, so, in my mid-30's, I decided to make a major life transition and head back to school. I picked up and moved across the country to begin graduate studies at Cornell University in Ithaca, NY. I majored in development sociology with a focus on population and development, work and family and gender, so I am a sociologist and demographer by training. You can see by my circuitous life and educational paths that I have a lot of empathy with community college students, who rarely follow a straight line through school or out the other side either.

e-AIR: How did you arrive at institutional research as a profession?

Kris: After I completed my doctorate I looked around at the surprising number of options open to me and decided I wasn't interested in teaching at that point. What I really wanted was to stay in Ithaca, which was an ideal place to raise the family I now had. So I worked at Cornell for several years as a research associate in the Nutrition school conducting a risk/benefit analysis of the Women, Infant and Children (WIC) program, but found life that low on the totem pole to be less than satisfying. At the urging of friends (who have since followed me into IR), I applied here at TC3 not really knowing much about IR. I reasoned that research was research and I could figure it out along the way if they offered me the job. Luckily, they did and I was right. After a few months on the job they restructured the IR office and I became head of the program.

e-AIR: What are the most enjoyable aspects of your position? The least?

Kris: What I enjoy most about my work is being the in-house research consultant, the person everyone comes to when they want help figuring something out. I enjoy having a lot of freedom to pursue whatever aspect of life at the college interests me, be it distance learning or changing student demographics. I also value the work that we do as a community college. While my professors may have been disappointed that I chose not to follow the academic path, I can't count the number of times people have told me that TC3 changed their life, or their spouse's life or someone else they're close to, once they found out where I worked. Even though I have relatively little direct contact with students, I know that the college opens so many doors for so many different people.

The downside of my work is of course there is never really enough time in the daily routine to fit all those interesting projects in or complete them. Another thing I would classify as an irritation is that many people in the institution seem to assume that we just happen to have whatever it is they want already sitting

around, or failing that, that we need only “ push a button” and the analysis will do itself, with no time or thought required.

e-AIR: Tell us about your involvement with AIR as a professional association.

Kris: When I started working in institutional research I joined AIR, NEAIR and AIRPO (the NY State IR group) so that I could network and learn more about IR. But living in a town with three colleges, I felt the need for more contact and communication with the IR practitioners in my immediate area. So Eileen Driscoll, a colleague from the IR office at Cornell, and I founded a regional IR group called FLAIR, Finger Lakes Association for Institutional Research. We’ ve been having a great time meeting twice a year with IR folks from Corning up to Rochester and everywhere in between. We have a nice mix of private and public, community colleges and research universities, and we really learn a lot from each other and enjoy each other’ s company. This past summer we held a joint meeting with the newly formed Western New York IR group, which is roughly similar in size, and shared a lovely morning at Keuka College.

After my time in academia I have found AIR members, and IR people in general, to be shockingly willing to share their hard-earned knowledge. They are uniformly helpful and friendly. IR seems to appeal to people who are both analytical and want to help others, a good group of people to spend time with if you ask me.

e-AIR: What advice would you pass on to someone just starting out in IR?

Kris: If you need help, just ask! And while it’ s important to keep your analytical skills up to date, if you want to, you can use all the tools in your toolkit; there is no uniform way of approaching an issue.

e-AIR: What do you do when you are not working?

Kris: While my mountain climbing days seem to be over, at least for now, I still love to travel off the beaten path. I feel most at home in Spanish speaking countries. A highlight last year was visiting Vieques, in Puerto Rico, which used to be largely owned by the US Navy and is now the Caribbean's largest wildlife refuge. The Azores are next on my list of obscure islands I’ d like to visit. Most of my other current involvements make me sound like a little old lady – I am involved with community theater, make jewelry and like to help plants grow. I even have a window box in my office where I grow lettuce for my lunch.

e-AIR: Where do you see yourself ten years from now?

Kris: That’ s a good question, to which I really ought to give more thought. I will say that people in IR are uniquely qualified to serve in leadership positions in academia, having a deeper and broader understanding of the workings of their institutions than probably anyone else -- not to mention being very helpful.

e-AIR: Thank you, Kris!

We welcome your feedback on this feature, including suggestions for individuals to be interviewed and questions you would like to have posed in future interviews. Please e-mail your comments and suggestions to Marne Einarson (<mailto:mke3@cornell.edu>).

Technical Tips from the Field

Moving Table Rows in Word

Meihua Zhai, University System of Georgia (meihua.zhai@usg.edu)

This corner of the newsletter is reserved for readers to share practical tips, techniques and shortcuts that can make a difference in our work. Please share your technical prowess with us and send your tips to Meihua Zhai (meihua.zhai@usg.edu). Since this is a small corner, KISS (Keep It Short and Smart) will work the best.

Do you work with tables in Word documents often? Word provides a handy shortcut that allows you to easily move rows around in a table. Simply follow these steps:

1. Position the insertion point (also known as the mouse cursor) in the row you want to move, or select the rows you want to move.
2. While holding down the Shift and Alt keys, press the Up Arrow or Down Arrow to move the row.

This works for moving paragraphs, too.

When you use this method, you can even move a row (or rows, since you can select more than one row in step 1) right out of the table. In other words, the moving doesn't stop when you reach the top or bottom of the table. As you continue pressing the Up Arrow or Down Arrow keys, the rows continue to move away from the table in the direction you choose.

Happy moving!

Position Listing Summary

Job Listing Summary

Gail Fishman, AIR (gfishman@mailier.fsu.edu)

Persons seeking jobs in institutional research, planning, or policy analysis should plan to check the AIR web page every couple of days for new positions. There is no charge for posting a job. Follow the format posted at the AIR Jobs website and include as much information as possible. Use the

online form to submit an ad. Jobs will be displayed for one month from the posting date or one week after the application deadline. Please notify [Gail Fishman](#) if you wish to repost, revise, or leave a job posted beyond the deadline.

DIRECTOR OF INSTITUTIONAL RESEARCH AND ASSESSMENT, Indiana University Southeast, New Albany, **IN**
Deadline Date: October 15, 2006

VICE PRESIDENT FOR INSTITUTIONAL RESEARCH AND PLANNING, San Juan College, Farmington, **NM**
Deadline Date: Monday, November 6, 2006

DIRECTOR OF INSTITUTIONAL RESEARCH AND PLANNING, Morton College, Cicero, **IL**, <http://www.morton.edu>
Deadline Date: Open

SPECIAL ASSISTANT TO THE CHANCELLOR FOR STRATEGIC PLANNING, University of Wisconsin-Eau Claire, **WI**
Deadline Date: Screening starts 10/20/06; continues until filled

INSTITUTIONAL RESEARCH ANALYST, Neumann College, Aston, **PA**, <http://www.neumann.edu>
Deadline Date: Not provided

DIRECTOR OF RESEARCH AND POLICY ANALYSIS, National Association of Student Financial Aid Administrators (NASFAA), **Washington, DC**
Deadline Date: October 20, 2006

DIRECTOR OF INSTITUTIONAL RESEARCH AND ASSESSMENT, Gannon University, Erie, **PA**, <http://www.gannon.edu>
Deadline Date: Open until filled

ASSOCIATE/ASSISTANT PROFESSOR OF EDUCATIONAL RESEARCH, The University of Memphis, Memphis, **TN**, <http://www.memphis.edu>
Deadline Date: Reviews begin October 27, 2006

DIRECTOR OF ASSESSMENT AND INSTITUTIONAL RESEARCH, Forman Christian College, Lahore, **Pakistan**
Deadline Date: open until filled

RESEARCH ANALYST (two positions), Parkland College, Champaign, **IL**, <http://www.Parkland.edu>
Deadline Date: October 5, 2006 at 5 pm

RESEARCH AND INFORMATION ANALYST, British Columbia Institute of Technology, Burnaby, **BC**, <http://www.bcit.ca>

Deadline Date: October 10, 2006

INSTITUTIONAL RESEARCH SPECIALIST, Kentucky Community and Technical College System, Versailles, KY, <http://www.kctcs.edu>

Deadline Date: October 6, 2006

INSTITUTIONAL RESEARCH ANALYST, New York University, New York, NY, New York University <http://www.nyu.edu>

Deadline Date: Not provided

RESEARCH ASSOCIATE, Florida A&M University, Tallahassee, **FL**

Deadline Date: October 11, 2006

DIRECTOR OF INSTITUTIONAL RESEARCH AND PLANNING, Central Michigan University, Mount Pleasant, **MI**

Deadline Date: Open until filled

RESEARCH ASSOCIATE, STRATUS - Heery International, Los Angeles, **CA**

Deadline Date: October 13, 2006

DIRECTOR OF ACADEMIC SPACE AND REMODELING (34370) P&A-4, Central Michigan University, Mount Pleasant, **MI**

Deadline Date: Open until filled

INSTITUTIONAL RESEARCH OFFICER, New Mexico Military Institute, Roswell, **NM**

Deadline Date: Until position is filled

INSTITUTIONAL RESEARCH OFFICER, University of Saint Francis, Fort Wayne, **IN**, <http://www.sf.edu>

Deadline Date: September 30, 2006

ASSISTANT DEAN FOR ENROLLMENT MANAGEMENT, University of Kentucky, Lexington, **KY**, <http://www.uky.edu>

Deadline Date: October 1, 2006

SENIOR RESEARCH AND PLANNING ANALYST, Pasadena Area Community College District, Pasadena, **CA**, <http://www.pasadena.edu>

Deadline Date: October 20, 2006

ASSOCIATE REGISTRAR FOR REPORTING AND INSTITUTIONAL RESEARCH, Princeton University, Princeton, **NJ**, <http://www.princeton.edu>

Deadline Date: September 29, 2006

ANALYST - POLICY DEVELOPMENT, University of Washington, Seattle, **WA**,
<http://www.washington.edu>

Deadline Date: open until filled

ASSISTANT VICE PRESIDENT, INSTITUTIONAL RESEARCH, ASSESSMENT, AND
PLANNING, California State University, Dominguez Hills, Carson, **CA**

Deadline Date: November 30, 2006

DIRECTOR OF INSTITUTIONAL RESEARCH, Los Rios Community College District,
Sacramento, **CA**, <http://www.losrios.edu>

Deadline Date: October 25, 2006

RESEARCH TECHNICAL ASSISTANT, Institutional Effectiveness, Planning and
Research (Full-time), College of Lake County , Grayslake, **IL**

Deadline Date: October 9, 2006

INSTITUTIONAL RESEARCH OFFICER, National University of Ireland, Galway,
Ireland

Deadline Date: 5:00 pm September 29, 2006

DIRECTOR OF INSTITUTIONAL RESEARCH, California State University,
Sacramento, **CA**

<http://www.csus.edu/Destination2010>

Deadline Date: Priority review begins October 16 until filled

SENIOR ADMINISTRATIVE ANALYST-DATA MANAGEMENT, University of
California, Oakland, **CA** <http://www.ucop.edu>

Deadline Date: October 5, 2006

RESEARCH & EVALUATION SPECIALIST, Saint Leo University, Saint Leo, **FL**

Deadline Date: Open until filled

ASSISTANT VICE CHANCELLOR FOR INSTITUTIONAL RESEARCH, University of
Massachusetts Dartmouth, North Dartmouth, **MA**, <http://www.umassd.edu>

Deadline Date: Not provided

ASSESSMENT DEVELOPMENT PROJECT MANAGER, University of Phoenix,
Phoenix, **AZ**, <http://www.phoenix.edu>

Deadline Date: October 2, 2006

MANAGER OF INSTITUTIONAL RESEARCH, Capella University, Minneapolis, **MN**

Deadline Date: Not provided

ASSOCIATE DIRECTOR OF INSTITUTIONAL RESEARCH, ASSESSMENT &
PLANNING, California State Polytechnic University, Pomona, **CA**, <http://www.>

csupomona.edu

Deadline Date: October 16, 2006

ASSESSMENT SPECIALIST (2 Openings), Capella University, Minneapolis, **MN**

Deadline Date: Not provided

RESEARCH ASSOCIATE/ASSISTANT RESEARCH SCIENTIST OR POST-DOCTORAL RESEARCH ANALYST, Indiana University Center for Postsecondary Research and National Survey of Student Engagement (NSSE), **IN**

Deadline Date: Reviews begin October 1, 2006 until filled

DIRECTOR OF INSTITUTIONAL RESEARCH AND ASSESSMENT, Fontbonne University, St. Louis, **MO**, <http://www.fontbonne.edu>

Deadline Date: Screening begins October 15, 2006

INFORMATION ANALYST II, Emory University, Atlanta, **GA**

Deadline Date: Not provided

SENIOR MANAGER, SURVEY RESEARCH, American Academy of Dermatology, Schaumburg, **IL**, <http://www.aad.org>

Deadline Date: Open

RESEARCH ANALYST (Full-Time; exempt) – Institutional Effectiveness, Planning and Research, College of Lake County, Grayslake, **IL**

Deadline Date: October 2, 2006

DIRECTOR OF THE NATIONAL SURVEY OF STUDENT ENGAGEMENT, Indiana University, Bloomington, **IN**, <http://www.iub.edu/> and <http://www.nsse.iub.edu>

Deadline Date: Reviews begin October 1, 2006

RESEARCH ASSISTANT, Mount St. Mary's College, Los Angeles, **CA**, <http://www.msmc.la.edu>

Deadline Date: Open until filled

INSTITUTIONAL RESEARCHER, Blue Mountain Community College, Pendleton, **OR**, <http://www.Blueecc.edu>

Deadline Date: Screening begins September 20, open until filled

Parting Thoughts

Parting Thoughts

Meihua Zhai, University System of Georgia (meihua.zhai@usg.edu)

Reader contributions of possible future 'Parting Thoughts' are welcome.
Send them to [Meihua Zhai](#).

"Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen."

~ Winston Churchill

"To say that a person feels listened to means a lot more than just their ideas get heard. It's a sign of respect. It makes people feel valued."

~ Deborah Tannen

"If speaking is silver, then listening is gold."

~ Turkish Proverb

"It is the province of knowledge to speak and it is the privilege of wisdom to listen."

~ Oliver Wendell Holmes

"Many attempts to communicate are nullified by saying too much."

~ Robert Greenleaf

"No man ever listened himself out of a job."

~ Calvin Coolidge

"When people talk, listen completely. Most people never listen."

~ Ernest Hemingway

"The most basic of all human needs is the need to understand and be understood. The best way to understand people is to listen to them. "

~ Ralph Nichols

"Remember, you can listen a person's soul into existence."

~ Sign over a campus crisis hotline

"When you listen to somebody else, whether you like it or not, what they say becomes part of you."

~ David Bohm

"One friend, one person who is truly understanding, who takes the trouble to listen to us as we consider a problem, can change our whole outlook on the world."

~ Dr. E. H. Mayo

"When you've learned how to listen, well that's when you've learned everything you need to know in your life!"

~ Glynn David Harris